

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14

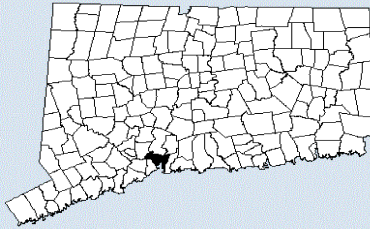


## New Haven School District

203-946-8888 • www.nhps.net/

### District Information

Grade Range	PK-12
Number of Schools	54
Enrollment	21,420
Per Pupil Expenditures <sup>1</sup>	\$15,520
Total Expenditures <sup>1</sup>	\$329,584,139

<sup>1</sup>Expenditure data reflect the 2012-13 year.

### Community Information

[CERC Town Profiles](#) provide summary demographic and economic information for Connecticut's municipalities

### Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)  
[District and School Performance Reports](#)  
[Special Education Annual Performance Reports](#)  
[SAT®, AP®, PSAT® Report by High School \(Class of 2014\)](#)  
 (2014® The College Board)

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### Notes

Unless otherwise noted, all data are for 2013-14 and include all grades offered by the district.

In most tables, data are displayed only for the three major race/ethnicity categories. For additional race/ethnicity categories, please visit [EdSight](#).

State totals are not displayed as they are not comparable to district totals.

Special Education tables reflect only students for whom the district is fiscally responsible.

\* When an asterisk is displayed, data have been suppressed to ensure student confidentiality.

N/A is displayed when a category is not applicable for a district or school.

## Students

### October 1, 2013 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	10,540	49.2	48.3
Male	10,880	50.8	51.6
American Indian	32	0.1	0.2
Asian	459	2.1	4.6
Black or African American	9,182	42.9	12.9
Hispanic or Latino	8,412	39.3	21.2
Pacific Islander	10	0.0	0.0
White	3,238	15.1	58.4
Two or More Races	87	0.4	2.3
English Language Learners	2,739	12.8	5.7
Eligible for Free or Reduced-Price Meals	14,083	65.7	37.3
Students with Disabilities <sup>1</sup>	2,495	11.6	12.8

<sup>1</sup>Students in this category are students with Individualized Education Programs (IEPs) only. This category does not include students with Section 504 Plans.

### Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism <sup>2</sup>		Suspension/Expulsion <sup>3</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	2,344	24.2	533	5.0
Male	2,485	25.1	1,082	9.8
Black or African American	2,147	25.7	1,058	11.4
Hispanic or Latino	2,135	27.4	452	5.2
White	490	16.8	89	2.7
English Language Learners	751	26.5	142	4.9
Eligible for Free or Reduced-Price Meals	3,098	31.4	1,229	8.4
Students with Disabilities	860	33.8	334	11.6
District	4,829	24.7	1,615	7.4
State		10.8		7.4

Number of students in 2012-13 qualified as truant under state statute: 2,927

<sup>2</sup>A student is chronically absent if he/she misses ten percent or greater of the total number of days enrolled in the school year for any reason. Pre-Kindergarten students are excluded from this calculation.

<sup>3</sup>The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

# District Profile and Performance Report for School Year 2013-14

## New Haven School District

### Educators

#### Full-Time Equivalent (FTE)<sup>1</sup> Staff

	FTE
<b>General Education</b>	
Teachers and Instructors	1,413.5
Paraprofessional Instructional Assistants	962.0
<b>Special Education</b>	
Teachers and Instructors	209.2
Paraprofessional Instructional Assistants	128.0
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	33.0
School Level	93.0
<b>Library/Media</b>	
Specialists (Certified)	33.0
Support Staff	1.0
Instructional Specialists Who Support Teachers	71.0
Counselors, Social Workers and School Psychologists	117.1
School Nurses	33.5
Other Staff Providing Non-Instructional Services/Support	954.1

<sup>1</sup>In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

#### Educators by Race/Ethnicity

	Count	District Percent of Total (%)	State Percent of Total (%)
Asian	30	1.5	1.0
Black or African American	301	15.2	3.5
Hispanic	150	7.6	3.6
Native American	4	0.2	0.1
White	1,499	75.6	91.7

#### Classes Taught by Highly Qualified Teachers<sup>2</sup>

	Percent of Total (%)
District	97.9
District Poverty Quartile: High	
State High Poverty Quartile Schools	97.8
State Low Poverty Quartile Schools	99.5

<sup>2</sup>Core academic classes taught by teachers who are fully certified to teach in that subject area.

#### Classroom Teacher Attendance: 2012-13

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	10.8	9.3

### Instruction and Resources

#### 11th and 12th Graders Who Enrolled in at Least Two Advanced Placement<sup>®</sup> or International Baccalaureate<sup>®</sup> Courses during High School<sup>3</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	70	11.4	105	19.0
Hispanic or Latino	44	10.9	100	27.5
White	74	33.8	98	49.2
English Language Learners	7	7.1	13	17.3
Eligible for Free or Reduced-Price Meals	78	12.4	151	26.3
Students with Disabilities	*	*	*	*
District	215	16.8	318	27.7
State		14.2		26.8

<sup>3</sup>Effective 2014-15, this calculation will also include students who participate in dual enrollment courses and two or more courses within a career and technical education (CTE) concentration.

#### Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers<sup>4</sup>

	Count	Rate (%)
Autism	91	41.7
Emotional Disturbance	102	51.0
Intellectual Disability	67	40.9
Learning Disability	760	82.2
Other Health Impairment	374	78.4
Other Disabilities	33	26.0
Speech/Language Impairment	179	90.9
District	1,606	69.6
State		69.2

<sup>4</sup>Ages 6-21

# District Profile and Performance Report for School Year 2013-14

## New Haven School District

### Students with Disabilities by Primary Disability<sup>1</sup>

	District		State
	Count	Rate (%)	Rate (%)
Autism	240	1.3	1.4
Emotional Disturbance	201	1.1	1.0
Intellectual Disability	170	0.9	0.4
Learning Disability	931	4.9	4.2
Other Health Impairment	491	2.6	2.5
Other Disabilities	140	0.7	1.0
Speech/Language Impairment	250	1.3	1.9
All Disabilities	2,423	12.8	12.4

<sup>1</sup>Grades K-12

### Students with Disabilities Placed Outside of the District<sup>2</sup>

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	152	6.2	2.8
Private Schools or Other Settings	209	8.6	8.1

<sup>2</sup>Grades K-12

### Overall Expenditures:<sup>3</sup> 2012-13

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	201,108,274	9,498	8,769
Instructional Supplies and Equipment	7,530,239	356	275
Improvement of Instruction and Educational Media Services	7,183,789	339	487
Student Support Services	5,382,668	254	965
Administration and Support Services	35,378,699	1,671	1,600
Plant Operation and Maintenance	31,111,834	1,469	1,472
Transportation	23,638,473	1,265	786
Costs of Students Tuitioned Out	16,299,069	N/A	N/A
Other	1,951,094	92	178
Total	329,584,139	15,520	14,642

#### Additional Expenditures

Land, Buildings, and Debt Service	55,996,895	2,645	1,434
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<sup>3</sup>Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

### Special Education Expenditures: 2012-13

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	23,263,647	38.2	35.6
Noncertified Personnel	3,232,541	5.3	14.5
Purchased Services	2,875,157	4.7	5.0
Tuition to Other Schools	16,102,588	26.4	21.4
Special Ed. Transportation	6,468,709	10.6	8.5
Other Expenditures	9,000,644	14.8	14.9
Total Expenditures	60,943,286	100.0	100.0

PK-12 Expenditures Used for Special Education	18.5	21.9
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### Expenditures by Revenue Source:<sup>4</sup> 2012-13

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	27.2	22.5
State	63.3	66.4
Federal	8.8	10.3
Tuition & Other	0.7	0.9

<sup>4</sup>Revenue sources do not include state-funded Teachers' Retirement Board contributions, vocational-technical school operations, SDE budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Correction).

# District Profile and Performance Report for School Year 2013-14

## New Haven School District

### Performance

#### District Performance Index (DPI)

A District Performance Index (DPI) for the Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT) is the test performance of all subjects tested in the respective assessment for all students in the district. The DPI ranges in value from 0 to 100 points. Connecticut's ultimate target for a DPI is 88 because in a district with a DPI of 88 or above, students will have performed at or above the 'goal' level on the majority of tests. Detailed reports of CMT and CAPT assessment results are available at [www.ctreports.com](http://www.ctreports.com). School and District Performance Reports produced by the Connecticut State Department of Education (CSDE) are also available online.

CMT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	54.2	55.9	57.4	54.4	.	.	.	.	
Hispanic or Latino	56.1	58.1	58.9	57.1	.	.	.	.	
English Language Learners	44.4	46.6	44.9	42.8	.	.	.	.	
Eligible for Free or Reduced-Price Meals	56.1	58.7	59.6	54.9	.	.	.	.	
Students with Disabilities	35.7	38.1	37.5	37.5	.	.	.	.	
High Needs	55.8	58.5	59.2	54.5	.	.	.	.	
District	58.7	60.9	62.2	60.1	.	.	.	.	

CAPT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	44.9	47.0	44.8	46.9	.	.	.	.	
Hispanic or Latino	44.8	48.1	47.9	47.8	.	.	.	.	
English Language Learners	29.3	27.8	23.9	25.3	.	.	.	.	
Eligible for Free or Reduced-Price Meals	45.9	49.5	48.3	47.2	.	.	.	.	
Students with Disabilities	24.7	28.1	31.5	30.7	.	.	.	.	
High Needs	45.6	49.4	48.2	46.3	.	.	.	.	
District	50.3	53.1	52.1	53.3	.	.	.	.	

#### 2013 National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	45%	50%
National Public	34%	34%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45%	37%	32%
National Public	41%	34%	25%

<sup>1</sup>NAEP is often called the "Nation's Report Card." It is sponsored by the U.S. Department of Education. This table compares Connecticut's performance to that of national public school students. Performance standards for state assessments and NAEP are set independently. Therefore, one should not expect performance results to be the same across CMT/CAPT and NAEP. Instead, NAEP results are meant to complement CMT/CAPT results.

#### Physical Fitness Tests: Students Reaching Health Standard<sup>2</sup>

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	74.8	75.7	74.2	69.2	4,237	74.4
Curl Up	81.2	85.6	80.5	77.5	4,237	82.0
Push Up	60.6	63.2	58.2	56.9	4,237	60.4
Mile Run/PACER	68.6	70.0	59.6	40.7	4,237	64.1
All Tests - District	36.1	40.4	37.7	28.4	4,237	37.2
All Tests - State	50.2	50.7	50.3	53.9		51.1

<sup>2</sup>The Connecticut Physical Fitness Assessment (CPFA) is administered to all students in Grades 4, 6, 8 and 10. The health-related fitness scores gathered through the CPFA should be used to educate and motivate children and their families to increase physical activity and develop lifetime fitness habits.

<sup>3</sup>Only students assessed in all four areas are included in this calculation.

# District Profile and Performance Report for School Year 2013-14

## New Haven School District

### Cohort Graduation: Four-Year<sup>1</sup>

	2012-13				2013-14
	Cohort Count <sup>2</sup>	Rate (%)	Target <sup>3</sup> (%)	Target Achieved	Target <sup>3</sup> (%)
Black or African American	671	72	70.4	Yes	72.8
Hispanic or Latino	394	62.4	60.2	Yes	63.6
English Language Learners	136	52.9	50.8	Yes	55.1
Eligible for Free or Reduced-Price Meals	1,105	70.8	66.1	Yes	68.9
Students with Disabilities	148	53.4	54.4	No	58.4
District	1,315	71.4	68.9	Yes	71.4
State <sup>4</sup>		85.5			

<sup>1</sup>The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years. Statewide, district and school results for cohorts of 2010 through 2013 are [available online](#).

<sup>2</sup>Cohort count includes all students in the cohort as of the end of the 2012-13 school year.

<sup>3</sup>Targets are calculated when there are at least 20 students in a cohort in the base year (i.e., 2010-11).

<sup>4</sup>Targets are not displayed at the state level.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>5</sup>

	Participation <sup>6</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	83.9	218	17.7
Male	75.6	179	15.0
Black or African American	78.5	89	7.6
Hispanic or Latino	75.6	92	12.0
White	90.0	183	43.8
English Language Learners	59.8	*	*
Eligible for Free or Reduced-Price Meals	80.2	123	10.2
Students with Disabilities	52.2	*	*
District	79.8	397	16.4
State	72.9		37.6

<sup>5</sup>College readiness exams and benchmark scores are as follows:

- SAT® - composite score of 1550 or higher
- ACT® - meets benchmark score on 3 of 4 exams (benchmark score varies by subject)
- AP® - 3 or higher on any one AP® exam
- IB® - 4 or higher on any one IB® exam

<sup>6</sup>Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percent.

Sources:

SAT® and AP® statistics derived from data provided by the College Board.

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ACT® statistics derived from data provided by ACT, Inc.

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IB® statistics derived from data provided by the International Baccalaureate Organization.

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### College Entrance and Persistence

	Class of 2013	Class of 2012
	Entrance <sup>7</sup>	Persistence <sup>8</sup>
	Rate (%)	Rate (%)
Female	69.6	78.9
Male	54.0	76.5
Black or African American	64.2	76.9
Hispanic or Latino	55.7	73.2
White	67.6	84.5
English Language Learners	53.6	77.8
Eligible for Free or Reduced-Price Meals	62.5	77.8
Students with Disabilities	37.6	61.4
District	62.9	78.0
State	72.7	88.5

<sup>7</sup>College entrance refers to the percent of high school graduates from the year who enrolled in college any time during the first year after high school.

<sup>8</sup>College persistence refers to the percent of students who enrolled in college the first year after high school and returned for a second year (Freshman to Sophomore persistence).

Source: National Student Clearinghouse

# District Profile and Performance Report for School Year 2013-14

## New Haven School District

### Narratives

#### School District Improvement Plans and Parental Outreach Activities

New Haven School Change recognizes that improving schools is an ambitious and important undertaking, and we cannot rely on a “one size fits all” approach to advance individual school and student outcomes. Our work is designed to be comprehensive, collaborative, and persistent, with a sharp focus on preparing all students for success in college, careers, and life. We measure our school and district progress against three goals: Every student should launch from NHPS to success in college, career, and life. Over the next five years, we will strive to increase successful enrollment in a confirmed post-secondary (i.e. after high school) education, so that second year college enrollment rises to 50% of our cohort, and with two thirds of our cohort successfully and on-track into college, the military, or a confirmed employment apprenticeship; Every student must graduate from High School: over the next five years, we will strive to raise the 4 year graduation rate still further to 85%, and with 95% of students earning a high school diploma or a GED within 6 years. At every stage of K-12 education, students should be prepared for success at the next level. This includes functional reading by the end of first grade; grade-level reading, writing, and math at the end of middle school; high school transcripts that reflect on-track mastery of core course subjects; and post-secondary readiness on standardized assessments, including the PSAT/SAT and other instruments. In pursuing these goals, we are tackling a challenge that no urban school system in the country has fully solved. We aspire to successfully engage students in purposeful, supportive, and meaningful instruction, including all types of students and in all types of schools. The district has identified Six Priority Areas through which it is working to develop systems and provide the tools, processes, and resources schools need to serve children and their families better than ever before. Academic Learning Systems: Deepen academic learning systems to start and keep students on the right path; Social-Emotional and Physical Learning Systems: Build social emotional and physical learning systems that address demonstrated challenges for students and schools; School Portfolio Supports: Continue development of New Haven School Portfolio through both the redesign of schools and enhanced school support; Talent: Manage staff as professionals so we attract, develop, and retain the highest quality educators; Community Partnerships: Create deep partnerships with parents and the community, including leveraging community resources and partnerships, to best support student needs; Strategic Infrastructure: Provide efficient, equitable and transparent infrastructure supports with strong fiscal stewardship and management practices. We have further elaborated these goals and priorities through the measures identified on the Balanced Progress Report. These measures are intended to inform conversations about growth and improvement over time.

#### Efforts to Reduce Racial, Ethnic and Economic Isolation

New Haven Public Schools system has one of the largest Choice Programs in the State of Connecticut and it has reduced the racial, ethnic and economic isolation for thousands of students in the region. New Haven has participated in the states largest school construction project which resulted in the redesign of 13 Inter-district Magnet Schools. Parents and students have a choice of regular, comprehensive Schools, Inter-district Magnet Schools, Intra-district Magnet Schools (just for New Haven students), Open Choice Magnet Schools, Charter Schools, two Regional Magnet Schools and schools that fall under “Open Choice,” which include New Haven students attending suburban schools. Our magnet schools accommodate the challenges and interests of our diverse population. Each school has a specific theme integrated into a rigorous academic curriculum. Students are chosen through a lottery; most schools have a wait list, which demonstrates how popular these schools have become. The number of white suburban students accepted into our Inter-district and Open Choice magnet schools has increased. This year the Office of Choice and Enrollment aggressively recruited new students by conducting two magnet fairs, extensive mailing of new brochures, television and radio communications, and thorough outreach to schools. The schools participate in the district-wide Magnet Fair and hold individual follow up open houses at their schools. The magnet schools offer dates for individual tours and classroom visits in the spring. During these sessions the Magnet Resource Teachers begin to connect with families and provide individualized attention and support to families. The magnet schools have also raised public profile through advertisement by creating a “branded” image with a recognizable logo to be used on all school literature, brochures, banners, and websites. The new school websites serve as a recruitment tool, a means of parent/community communication, and a study aid for students. New Haven also focuses on increasing student awareness of diversity and cultures, strategically aligned celebrations for Hispanic Heritage Month, Women’s History, and Black History. These events invite the school community to celebrate culture and understand differences between different groups.

# District Profile and Performance Report for School Year 2013-14

## New Haven School District

### **Equitable Allocation of Resources among District Schools**

NHPS continues to work with its state and local partners to formulate structures and systems that will allow each school and individual student to reach their potential. The strong data driven academic process is also utilized in the facility management and district operations. NHPS remains a leader in the state with this data driven model and the significant and sustained gains in test scores are reflective of this success. In both the facility and operations areas NHPS has implemented on-line data systems to monitor work orders, food sales and inventories and energy management. All of these elements will allow for well-reasoned and cost effective budget decision making for both the long and short term through data driven analysis which are designed to create a safe and healthy learning environment for all students at each school. Through data, state of the art systems and technology and transparent operations New Haven is committed to be a District of great schools.